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ABSTRACT

The manual is designed to provide a guide for vocational education programs and supportive services for North Dakota's disadvantaged and handicapped population at all levels. It is intended to provide the technical assistance as well as the procedures that will be valuable in organizing and administering occupational training programs for the disadvantaged and handicapped. Topics include specific requirements for receiving special services, services that may be funded (with examples), identification of handicapped or disadvantaged persons, application procedures for a disadvantaged or handicapped program, and the reimbursement rate for special needs programs in North Dakota. (Author/LJ)

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# A GUIDE and POLICY MANUAL of VOCATIONAL INSTRUCTION and SUPPORTIVE SERVICES for DISADVANTAGED and HANDICAPPED PERSONS

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## FOREWORD

This manual is designed to provide a guide for vocational education programs and supportive services for the state's disadvantaged and handicapped target population at all levels.

An obvious need exists to provide supportive or supplemental instruction for vocational students enrolled in regular programs who are experiencing frustration and failure and ultimately cannot succeed without supportive services or a modified vocational program.

It is hoped that school administrators and teachers recognize the needs of this target population, analyze or assess such needs, and work cooperatively with the State Board for Vocational Education in the development of realistic services to the disadvantaged and handicapped.

Our goal is to develop a practical delivery system in vocational education which utilizes a total program approach of instruction and supportive services for North Dakota's secondary, post-secondary, and adult population. The disadvantaged and handicapped target group is a definite part of the commitment which the State Board for Vocational Education addresses itself to in the delivery of quality educational services.

C. E. Burchinal



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## INTRODUCTION

In recent years, increased attention and concern has focused on providing the disadvantaged and the handicapped with vocational education programs to prepare them for meaningful careers. The Vocational Education Act of 1963 as amended in 1968 specifically allocates the expenditure of 15 percent of the basic grant allotment to states for the disadvantaged, 10 percent for the handicapped, and a special allocation under 102(b) of the Act for disadvantaged youths and adults in areas of high unemployment.

Traditionally, vocational education programs have not been planned to serve students with special needs. Lack of financial support, inadequate curriculum materials, and an absence of a system of identification have been primarily the cited reasons by schools for not better meeting the needs of this target group. As a result, an increasing number continue to leave our educational systems ill-prepared to compete in the labor market with those who have achieved a much higher degree of skill and academic proficiency.

The information in this guide is designed to provide the technical assistance as well as the procedure that will be valuable in organizing and administering occupational training programs for the disadvantaged and handicapped. Please recognize that adaptation must address itself to local needs which may vary and that the ultimate development must be based on an assessment commensurate with the local community in mind and the population it is designed to serve.

## DEFINITIONS

A. Disadvantaged Persons

Disadvantaged means persons (other than handicapped persons) who have academic, socio-economic, or other handicaps that prevent them from succeeding in regular vocational education programs designed for persons without such handicaps, and who, for that reason, require specifically designed or modified education programs or related services. The term includes persons whose needs for such programs or services result from poverty, neglect, delinquency, or linguistic isolation from the community at large, but does not include physically or mentally handicapped persons unless such persons also suffer from the handicap described in this paragraph.

B. Handicapped Persons

Handicapped persons means mentally retarded, hard of hearing, deaf, speech impaired, visually handicapped, seriously emotionally distrubed, crippled, or other health impaired persons who, by reason of their handicapping condition, cannot succeed in a regular vocational education program designed for persons without such handicaps, and who, for that reason require special educational assistance or a modified vocational education program.

## SPECIFIC REQUIREMENTS

A. Inability to Succeed in Regular Program

The basic criterion for receiving special services or a program modification is the inability to succeed in a regular program without special assistance.

Congress intended that special assistance be provided to those persons who have disadvantages or handicaps which prevent them from succeeding in a regular program designed for the "normal" or "average" person. If a person is succeeding or can be expected to succeed in a vocational program without special assistance, he should not be identified as disadvantaged or handicapped.

In summary, the identification of an individual as disadvantaged or handicapped is to be based on two conditions:

(1) The person is not succeeding or cannot be expected to succeed in a regular program.

(2) The person's disability is a contributing factor to his lack of success.

Measurement of success or probability of success is not simple. For this reason the North Dakota State Board for Vocational Education recognizes the following definition of success:

Success refers to those persons who can be expected to secure employment or pursue further training upon completion of a regular vocational program.

Some of the more commonly used criteria for measuring inability to succeed includes the individual's being over-age for the grade in which he is placed, making less academic progress, and scoring lower on standard tests than is expected for his age group.

All these criteria - age in grade, test scores, academic performance, etc. - are acceptable indicators of ability or inability to succeed. The intent is to provide ready access to vocational training or retraining for "persons of all ages in all communities." Each student should be given support and assistance to develop his abilities to the fullest.

B. Regular Vocational Program Definition

The wording "inability to succeed in a regular vocational education program" has made it necessary for the U. S. Office of Education to establish a working statement for the term regular vocational education program. One or more of the following attributes may apply in identifying a regular vocational education program:

(1) A regular vocational education program is one that meets established standards within the rules and regulations of the State Board for Vocational Education.

(2) A regular vocational education program has an established rate of progress which is expected of all students. The objectives of the program are identified in terms of specific occupational skills; completion of the program usually depends upon the ability of the student to reach the program objectives within the specific period of time allotted.

(3) A regular vocational education program usually has requirements such as a specific grade level of reading ability and of computational knowledge and skills, and the physical ability to use standard facilities and equipment.

C. Individuals, Not Groups

The federal legislation is specifically directed to individuals. Federal legislation is not directed to any person or group outside the vocational education inability-to-succeed context, no matter how apparent are the group's common characteristics.

Similarly, residence in a target area, such as a rural or an economically depressed area, is not sufficient grounds for classifying a person as disadvantaged for purposes of the statute. Residence in a target area may be, and very likely is, at least a contributing cause to the person's

being disadvantaged.

D. Cause and Effect

Many persons successfully complete vocational education programs even though they are poor, neglected, linguistically isolated, or are members of a minority group. Many are motivated to success in education because of their poverty and as a means of escaping from poverty. To identify the cause of a disadvantage may place an unnecessary, unusual, and perhaps impossible burden on the teachers who must make the identification. This is particularly true for such causes of disadvantage as poverty, neglect, and cultural isolation when a student is succeeding in vocational education despite such impediments.

Therefore, under the specifications of the federal legislation, special programs and other forms of assistance to the disadvantaged may not be formulated on the sole basis that a person is black, Spanish, poor, a migrant, or for any other cause. Rather, services and remedial action must be designed or modified to overcome specific effects, such as academic deficiencies or motivational problems, as identified by the teacher or the counselor.

In summary, identification of the disadvantaged and handicapped must confirm that individuals so identified are not succeeding or cannot be expected to succeed in a vocational education program without assistance. Knowledge of the reasons or causes for the situation are relevant only to assist the person in overcoming the effect. Remedial actions or programs should be designed to treat the effects caused by a disadvantage.

## SERVICES THAT MAY BE FUNDED

The general principle for funding services and programs for the disadvantaged

and handicapped is that "persons of all ages in all communities" should have ready access to vocational training or retraining. Support and assistance should be provided as necessary to develop abilities of students and to enable them to achieve success in the vocational education program of their choice.

Whenever possible, persons identified as disadvantaged or handicapped should be integrated into the regular vocational education programs. Supportive services needed to help a person succeed in these programs may be provided by federal vocational education funds or by other cooperating agencies or organizations. Separate or modified vocational education programs for the disadvantaged or handicapped should be set up only when they are in the best interest of the students.

Certain expenditures for the disadvantaged and/or handicapped may not be spent from the vocational funds. For example, funds for the disadvantaged may not be spent to provide <u>regular</u> vocational education services and/or programs in economically depressed communities which did not have such programs available prior to the enactment of the Vocational Education Amendments of 1968. Similarly, food, lodging, and medical and dental services, while necessary for the well-being of individuals, are not allowable expenditures of federal vocational education funds.

The following list provides some examples of the services that may be funded under vocational education:

A. <u>Survey/evaluations</u> -- conducted by staff members including:

Identification of disadvantaged or handicapped

Assessment of employment opportunities for disadvantaged/handicapped youth and adults.

Assessment of effectiveness of methods, materials, equipment, and techniques used in providing vocational education programs for

disadvantaged/handicapped persons.

B. Recruitment/promotional activities -- designed to reach disadvantaged/handicapped persons and potential employers and to develop community participation and support including:

Announcements through posters, flyers, brochures, and other visual media.

C. Identification of disadvantaged and handicapped -- needed to identify and classify specific problems of individual student, including:

Counseling services for student (pay for time over regular duties can be provided)

Testing to determine academic level, interest, and abilities.

D. Staff development -- required to prepare teachers to work with disadvantaged and handicapped students, including:

Teacher inservice training programs.

Travel costs of faculty members who attend seminars, conferences, workshops, and special institutes.

E. Modifications of schedules -- needed to provide additional time for faculty to assist students identified as disadvantaged/handicapped. Additional faculty time and related expenses may be required when any of the following situations occur:

Extension of school day, week, or year

Addition of another semester

Instruction on an individual basis

Flexible scheduling of students to permit entry into and exit from programs as appropriate with progress.

F. Modifications of curriculums -- required to enable individual students to continue in regular vocational education programs by assisting them to

compensate for their disadvantages or handicaps, including:

Allocation of additional time to develop skill

Specially designed workbooks or textbooks

Analysis of tasks within occupations to identify possible modification in instruction, equipment, or methods.

G. Development of curriculums -- required to provide students with a specially designed program to suit their individual needs, including:

Research, experimental, and demonstration projects

Salaries of teaching staff

Individualized learning packages

Orientation programs to develop social skills, attitudes, and consumer education

Orientation programs to observe various occupations

Special supplies and instructional materials

H. Modification of equipment for the handicapped

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|---|---|
| For the visually handicapped: | Instruction in Braille |
| | Large-print materials |
| | Signals keyed to hearing rather than sight |
| | Special safety devices, such as guardrails around moving parts of a machine |
| For the deaf and hard of hearing: | Printed rather than verbal instructions |
| | Signals keyed to sight rather than hearing |
| | Sound-amplification devices |
| For the orthopedically handicapped: | Adaptations of regular equipment, such as hand controls added to machines usually operated by foot controls |
| | Special desks and worktables for students in wheelchairs |
| | Ramps for students who cannot use stairs |

For the mentally retarded: Simplified equipment

Simplified instruction guides and manua

I. Supplemental education services -- designed to assist students in regu or special vocational programs, including:

Guidance and counseling services, including referral and follow-u services.

Job placement services, including job finding and employment foll

Tutorial services.

Special services for the handicapped, such as reader services for the visually handicapped, interpreter services for the deaf, guide services to assist the physically handicapped.

J. Facilities -- required for reaching and teaching disadvantaged/handica students, including:

Contracts with private nonprofit schools which can provide progra and services which are not available in the public schools

K. Cooperation with business community -- required to enlist support of g of vocational education for the disadvantaged and handicapped through offers, teacher training and upgrading of skills. The following costs allowable:

Additional staff to coordinate, supervise, and guide work-experie programs.

Some of these services are available for persons through various other pub agencies. These sources should be used whenever possible.

## IDENTIFICATION SYSTEM

### A. Committee Formulation

The committee approach is one method of evluating and identifying disadvantaged or handicapped persons. The value of such an approach is that it:

1. Provides support and cooperation of a group of people rather than one.
2. Utilizes a broad range of talent and expertise in making decisions.
3. Insures a more thorough and valid evaluation of individuals considered as disadvantaged or handicapped.

Suggested members could include the following:

1. Instructional personnel
2. Guidance personnel
3. Special education personnel
4. School health personnel
5. Social service workers
6. Administrative personnel

### B. Sources and Types of Data

One of the first steps in the identification of disadvantaged or handicapped persons is to gather appropriate data. Sources of data include:

1. School records
   a. vocational objective
   b. family and social history
   c. health records
   d. test records
   e. attendance records
   f. education history
   g. instructor records
   h. social and personal records

2. Youth and Adult Data

   a. interview

   b. observation

   c. peer relationship

   d. autobiography

3. Home

   a. parents

   b. guardians

4. Community

   a. neighbors and friends

   b. religious organizations

   c. civic organizations

5. Public and Social Agencies

   a. welfare

   b. courts

   c. health department

   d. clinics and hospitals

In addition, individual identification should be based when necessary upon the results of diagnostic measures such as:

1. Physical examinations
2. Inventory tests
3. Personality tests
4. Standardized tests
5. Instructor's evaluation
6. Counselor's evaluation
7. Committee evaluation

The student profile for Vocational Special Needs will also assist in making the evaluation.

C. Identification Procedures

The Student Profile for Vocational Special Needs, Form (VEA-12) should be duplicated and used in the evaluation and identification of disadvantaged or handicapped persons. The information should be generated by the instructors, guidance counselors, professional medical personnel, and retained for agency audit records.

When completing the Student Profile for Vocational Special Needs, indicate the person's name, date of birth, age, agency, city and zip, and county in the space provided under common data. Then proceed with the enumerated items:

1. Vocational Programs: Indicate the person's specific area of vocational enrollment; if other, specify.
2. Sex: Indicate the person's sex.
3. Education Level: Indicate the person's education level. Note: Federally funded vocational programs, services, or activities must service disadvantaged or handicapped persons in education levels 7 through 14 or disadvantaged or handicapped adults (those beyond compulsory school age). Persons enrolled in K-6 are not eligible to be considered for vocational funding.
4. Racial/Ethnic Group: Indicate the person's racial/ethnic group.
5. Hanicapped Characteristics

   Descriptive list of characteristics which require professional diagnosis.

   a. None: Check if appropriate
   b. Visual: These individuals are severely limited in their ability to see. State laws and regulations establish the criteria for diagnosis and classifications of visual disabilities.
   c. Hearing impaired: Individuals in this group can hear and understand speech, but with difficulty. The speech must be

loud and the individual must use a hearing aid or lip read along with the hearing aid, to supplement his own hearing.

d. Deafness: Individuals in this group, even with the amplification of sound provided with a hearing aid, are unable to hear and recognize all speech sounds.

e. Speech: These individuals have speech patterns that differ from the normal to the extent which is noticeable. Some speech disorders are articulatory, vocal, stuttering, delayed speech, and speech disorders associated with cleft palate, hearing impairment or cerebral palsy.

f. Crippled: These individuals have a limited ability in self-mobility, sitting in a classroom, and/or using materials or equipment for learning because of muscular, skeletal, or neuromuscular impairment.

g. Health impaired: This group of individuals have limited strength, vitality, and altertness because of chronic health problems such as heart conditions, tuberculosis, rheumatic fever, nephritis, infectious hepatitis, infectious mononucleosis, asthma, hemophelia, epilepsy, leukemia, diabetes, and other illnesses.

h. Mentally retarded (trainable): Individuals in this group have a rate of intellectual development approximately 25-50 percent of normal and respond more slowly to education and training than do the educable retarded.

i. Mentally retarded (educable): Individuals in this group have a rate of intellectual development which is approximately 45-75 percent of normal. They can be expected to achieve maximal at the 6th grade level in academic work. However, they can be educated and trained to enter the world of work in positions which formally may have been considered beyond their capabilities.

j. Seriously emotionally distrubed: Individuals with this handicap suffer from psychiatric distrubances which limit their ability to govern their behavior. These distrubances are of such a nature and severity as to require one or more special education or other type of services.

k. Learning disabilities: Individuals with this handicap exhibit a disorder in one or more basic psychological processes involved in understanding spoken or written language. These processes may be manifested in disorders of listening, thinking, talking, reading, writing, spelling, or simple computing.

l. Other (specify): This category should be restricted to special situations of a local individualized nature.

6. Academic Characteristics

Descriptive list of characteristics for instructional and/or guidance personnel to use in evaluating individuals:

a. None: Check if appropriate.

b. Speaking or comprehension deficiency: Individuals in this group experience sufficient difficulty with verbal communication that their capacity to learn is significantly reduced.

c. Reading or writing deficiency: Individuals in this group experience sufficient difficulty with reading and writing that their capacity to learn is reduced significantly.

d. Computational deficiency: These individuals have an educational background in mathematics which is not adequate to perform at the level required by the vocational education program.

e. Two or more grades below normal for age: Individuals in this group have education deficiencies which are principally responsible for their inability to succeed.

f. Failing two or more subjects: Individuals in this group have education deficiencies which are principally responsible for their inability to succeed.

g. Low achievers: Individuals in this group have educational deficiencies which are principally responsible for their inability to succeed.

h. Poor attendance: Individuals in this group usually lack participation in and response to the learning situation.

i. Potential dropouts: Individuals in this group usually lack participation in and response to the learning situation.

j. Actual dropouts: Individuals in this group failed to participate in and respond to the learning situation.

k. Other (specify): This category should be restricted to special situations of a local individualized nature.

7. Socioeconomic or Nonacademic Characteristics

Descriptive list of characteristics for instructional and/or guidance personnel to use in evaluating individuals:

a. None: Check if appropriate.

b. Defiant or hostile attitudes: Individuals in this group exhibit excessive aggressive, antisocial, or disruptive behavior.

c. Passive or apathetic attitude: Individuals in this group exhibit unusual lack of participation in and response to the learning situation.

d. Antisocial attitude: These individuals, because of their background or experience, have developed attitudes which severely limit their ability to perform successfully in a vocational education program.

e. Migrant worker family: A migratory worker is one who has moved with his family from one school district to another during the

past year in order that he or other members of his family might secure employment.

f. Dependent youth: Dependent youth are those who have lost their homes through death or other natural causes.

g. Neglected youth: Neglected youth are those who are being abused by parents, guardians, or society in general as determined by court.

h. Delinquent youth: Youth who have been declared delinquent by a court of appropriate jurisdiction.

i. Other (specify): This category should be restricted to special situations of a local individualized nature.

8. Economic Characteristics

Descriptive list of characteristics for instructional and/or guidance personnel to use in evaluating individuals:

a. None: Check if appropriate.

b. Economic need to enter or stay in school: Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons.

c. Unemployed or frequently unemployed family member: Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons.

d. Family or person dependent upon or receiving public economic assistance: Individuals in this group are not succeeding or cannot succeed in a regular vocational education program for one or more economic reasons.

e. Other (specify): This category should be restricted to special situations of a local individualized nature.

9. Low-Income Family Characteristics

If the family's adjusted gross income is less than the corresponding poverty cutoff, the family is classified as having low-family income. Otherwise it is not classified as low-family income.

Check appropriate classification.

10. Disadvantaged or Handicapped Identification

Many persons are able to commence, continue, and perform successfully in regular vocational programs even though they are poor, neglected, or a member of a minority group. Therefore, the key to identification is your response to the question:

> Would the effect(s) of the characteristic(s) identified above prevent this person from commencing, continuing, or succeeding in a regular vocational education program?

If your response is yes to this question, then the individual has been identified as a disadvantaged or handicapped person. Programs, services, or activities must then be designed or modified to overcome the specific effects such as academic deficiencies identified.

Indicate if the person has been identified by Vocational Rehabilitation, Special Education or other social agencies. Sometimes cooperative efforts can be arranged between agencies, organizations, or institutions which may enable this person to commence, continue, or succeed in a regular vocational program.

Should you desire to make specific comments or recommendations, please use the back of the form for this purpose. Sign, date, and retain for agency audit record.

## APPLICATION PROCEDURES FOR A DISADVANTAGED OR HANDICAPPED PROGRAM

The State Plan for Vocational Education calls for priority to be given areas with high concentration of yough unemployment and high dropout rates. In addition, annual plans for special services by educational agencies for support to regular vocational education programs will be reviewed and approved pending availability of funds.

All applications for federal funding should be submitted prior to March 15 except part-time adult programs which will be due November 15. Applications will be accepted for the following two types of programs:

A. Modified Vocational Programs

1. The program design must have a vocational objective.
2. Curriculum for the vocational objective must be modified to meet the needs of the disadvantaged or handicapped.
3. All instructors must meet regular teacher certification requirements and also be qualified for the vocational instructional area in accordance with the North Dakota State Plan for Vocational Education. (Same requirements as those established for regular vocational programs).
4. All annual plans must be submitted to the appropriate state supervisor responsible for supervision of that service area. Utilize the general instruction format for submitting the annual plan. (VEA 1.1 & 1.4)
5. A Student Profile for Vocational Special Needs must be completed after a program has been implemented for each student enrolled in the program and this profile must be retained for agency audit purposes.
6. An application for vocational certification must be submitted to the appropriate supervisor prior to approval of the program.

7. A beginning enrollment for the program will be due September 15 (VEA-30)

8. An ending enrollment report (VEA-30) and the final claim for reimbursement will be due June 1.

9. A six-month follow-up report for thos completing their vocational objective or leaving the program with a marketable skill is due December 1.

B. Special or Supportive Services

1. The program design must be supportive to approved regular vocational education programs approved by the State Board for Vocational Education. Priority will be given to:

   a. Tutoring -- scheduling modifications to allow the regular vocational teacher additional time to assist the disadvantaged or handicapped.

   b. Academic deficiencies -- Remedial academic instruction for vocational students lacking basic language, reading, and computational skills.

   c. Vocational Guidance -- Vocational counseling and guidance services for the potential dropouts and for vocational students who are socioeconomically and economically disadvantaged. Pre-vocational or exploratory programs could be a part of vocational guidance.

2. The objectives must be measurable and should include expected outcomes.

3. All full-time instructors must meet regular teacher certification requirements and also the requirements set forth for disadvantaged or handicapped certification in the North Dakota State Plan for Vocational Education. (Nine hours of coursework in Vocational

Education). Part-time instructors (less than 50% time) must meet regular teacher certification. A provisional certificate may be issued for the part-time instructor not meeting the nine hours of vocational preparation.

4. All annual plans must be submitted to the supervisor of Special Needs. Utilize the general instruction format for submitting the annual plan (VEA 1.1 & 1.4).
5. A Student Profile for Vocational Special Needs must be completed after a program has been implemented for each student enrolled in the program and this profile must be retained for agency audit purposes.
6. An application for vocational certification must be submitted to the appropriate supervisor prior to approval of the program.
7. A beginning enrollment for the program will be due September 15 (VEA-30)
8. An ending enrollment report (VEA-30) and the final claim for reimbursement will be due June 1.

## REIMBURSEMENT RATE SPECIAL NEEDS

A. GENERAL

This policy shall be interpreted to apply to all secondary, post-secondary, adult, and such other eligible agencies or institutions administering special needs programs, services, or activities approved by the State Board for Vocational Education.

B. PURPOSE

To establish an equitable and consistant reimbursement procedure for reimbursable special needs programs, services, or activities.

C. REIMBURSEMENT SCHEDULE

This reimbursement schedule will be subject to adjustment as conditions dictate and to the extent the project is entitled to receive any other funds whether Federal, State, or local.

| 1. Salaries, Equipment, Travel, and Other | Disadvantaged/Handicapped |
|---|---|
| First Year | 100 percent |
| Second Year | 75 percent |
| Third Year and Thereafter | Formula Rate |

D. DEVIATION

Deviation from the above provisions will require prior written approval of the State Board for Vocational Education or their authorized representative.